



**English Language Arts  
Grade 5  
Fall 2005**

**Peer Response to the Student Writing Sample  
Released Item #37  
Scoring Guide**



**REVISING AND EDITING THE STUDENT WRITING SAMPLE**

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the best answer for each question. You may look back at the student writing sample as often as needed.

- (1) Another boring day at camp, I thought as I arrived at Mill's Creek. I  
(2) walked over to the sign-up sheet. I began to fill out what I would do that day:  
(3) Gym, Art, and Playground. Today, however, would not be boring like I thought!  
(4) After Art, it was time for the playground. I drew a picture of kids playing  
(5) on the playground in Art class. I finally decided to swing! I got at the swing  
(6) next to my friend Dale! We decided to see who could jump off the swings the  
(7) farthest. Dale jumped first and landed about 5 feet from the swings. I was scared  
(8) to try and jump farther than 5 feet, but I knew I had to do it!  
(9) As I got ready to push off, I thought about how dumb it was to do this, and  
(10) how grown-ups were always telling me I'd break my neck, but I heard kids telling me  
(11) to jump. The urge was just too strong! I pushed off and flew farther than Dale!  
(12) About 6 feet from the swings I hit the ground. I felt extreme pain because my ankle  
(13) had cracked when I landed all my weight on it. My sister had broken her wrist a  
(14) year before! I screamed in pain as the teacher ran to get me!  
(15) I remember Dale helping me get inside, my mom taking me to the  
(16) hospital, the x-rays, and getting home with a cast around my foot. I had broken  
(17) my ankle in three places. I also had a hairpin fracture. The nurse at the hospital  
(18) was nice. The nurse at my doctor's office is nice too.  
(19) Over 1 year later my ankle has healed great! I learned a lesson that day  
(20) and it was a scary one. DON'T JUMP OFF SWINGS!! I hoped that you learned  
(21) a lesson from my story too!

**PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

**DIRECTIONS:** Write a response to the question in the box below. You may look back at the student writing sample as often as needed during Part 3B.

**37 What would be a good title for this piece?**

**Use details from the student writing sample to support your answer.**

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 10 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

**REVISING AND EDITING THE STUDENT WRITING SAMPLE**

**PART 3B: CHECKLIST FOR THE  
PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

**DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 10 of your **Answer Folder**.

**CHECKLIST:**

- \_\_\_\_\_ Do I clearly answer the question that was asked?
- \_\_\_\_\_ Do I support my answer with details from the student writing sample?
- \_\_\_\_\_ Is my response complete?

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**NOTES/PLANNING**

**Michigan Educational Assessment Program  
Writing: Peer Response to the Student Writing Sample  
Grades 3-8  
Holistic Score Point Descriptions**

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**Here is an explanation of what readers think about as they score this writing:**

- 4** The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 3** The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 2** The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.
- 1** The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.

**Condition codes for unratable papers (zeroes):**

- A – Off topic or insufficient
- B – Written in a language other than English or illegible
- C – Blank or refusal to respond
- D – No connection to the question

**Anchor Paper 1 – Score Point 1**

Write your final response here. No additional sheets may be used.

Learning you Lesson. I chose this  
title because he did a wrong thing.

**Anchor Paper 1  
Score Point 1**

This response demonstrates an attempt to address the task by providing a title (*Learning you lesson*) and a vague generalization about the student writing sample (*...because he did a wrong thing*) as support.

**Anchor Paper 2 – Score Point 1**

Write your final response here. No additional sheets may be used.

I think the title of this story should be "look before you leap" because the story tells about why to think about what you are going to do instead of not thinking about what you are going to do. It is the same way with the expression "look before you leap". That is why I think the title of this story should be "Look Before You Leap."

**Anchor Paper 2****Score Point 1**

The writing shows an attempt to address the task by proposing a title (...the title of this story should be "Look Before You Leap"). This response demonstrates little understanding of the effective elements of choosing a title by using repetitive generalizations about the student writing sample (...the story tells about why to think about what you are going to do instead of not thinking about what you are going to do).

**Anchor Paper 3 – Score Point 1**

Write your final response here. No additional sheets may be used.

"About the Swings". Sometime if you jump you might hurt your body and go to the hospital. It can hurt your feet, hands, wrists, head, finger, ankle, and others part, too. You have to stay at the hospital like a month! Also, they are breaking the laws. Sometime you can bump into the another kid. That why I called it "About the Swing."

**Anchor Paper 3  
Score Point 1**

The writing demonstrates an attempt to address the task ("About the Swings"). The response indicates little understanding of effective writing elements by providing only generalizations from the student writing sample (...you might hurt your body and go to the hospital), without addressing how these details support the title choice.



**Anchor Paper 4 – Score Point 2**

Write your final response here. No additional sheets may be used.

I think a good name for this piece is Camp. I think it should be Camp because he goes to camp and he's mostly talking about camp. That's why I think it should be called Camp.

**Anchor Paper 4  
Score Point 2**

This writing shows limited ability to address the task by providing a title, (*I think a good name for this piece is Camp*), and some vague details (*...because he goes to camp and he's mostly talking about camp*) from the student writing sample to support the title choice, showing limited understanding of effective writing elements.

**Anchor Paper 5 – Score Point 2**

A good tittle for this story would be "Don't Jump-off of Swings!!!" This would be a good tittle for this story because it was about a child who jumped off a swing, and broke his/her anckle. Thats why I think this would be a good tittle because it fits right-in with the story.

**Anchor Paper 5  
Score Point 2**

The response demonstrates limited ability to address the task. The student provides a title ("Don't Jump-Off of Swings!!!"), but shows limited understanding of the effective elements of writing relevant to choosing a title. Ideas are supported by general (*because it was about a child who jumped off a swing and broke his/her anckle*) and vague (*I think this would be a good tittle because it fits right-in with the story*) details from the student writing sample.

**Anchor Paper 6 – Score Point 2**

Write your final response here. No additional sheets may be used.

I think a good title for this story would be Learning a Lesson. I think it should be called this because in the story a boy jumps off the swings and breaks his ankle. He learns a lesson and the lesson is do not jump off the swings. That is why I think the title should be Learning a Lesson.

**Anchor Paper 6  
Score Point 2**

The response shows limited understanding of the effective elements of writing relevant to choosing a title. The student chooses a title (*a good title for this story would be Learning a Lesson*), but supports the choice with vague and general details from the student writing sample (*a boy jumps off the swings and breaks his ankle. He learns a lesson and the lesson is: do not jump off the swings*).

## Anchor Paper 7 – Score Point 3

I think a good title for this piece would be "Never Jump off the Swings." I think that would be a good title because in this story a boy is swinging on a swing with his friend, and they have a contest on who can jump off the swing the farthest. The boy's friend Dale jumps 5 feet and the boy wants to jump more than Dale. He jumps off and he gets 6 feet but breaks his ankle in 3 places and got a harpin fracture. That is why I think a good title would be "Never Jump off the Swings!"

## Anchor Paper 7

## Score Point 3

The response addresses the task and demonstrates some understanding of the effective elements of writing relevant to the task by choosing a title ("Never Jump off the Swings") and supporting the choice with a mixture of general and specific details from the student writing sample (*The boy's friend Dale jumps 5 feet, and the boy wants to jump more than Dale. He jumps off and he gets 6 feet but breaks his ankle in 3 places and got a harpin fracture*).

## Anchor Paper 8 – Score Point 3

Have you ever came up with a name for a story with a diffrent name? Well, I read a writing sample and came up with the name "The day you make the wrong choice!" It's written by a kid. It's a nice story. Well, I'll bet you've read it! If you have not read it yet, it's about a boy who went to a camp called Mill's Creek. When he goes home, he drags a cast around his foot. Why? Well, that was the day he made the wrong choice. He jumped off the swings. He knew it was wrong, but did it any way. Why did he do it? He was seeing if he could jump farther than five feet. He did go farther, but he also broke his ankle. What if he played on the monkey bars or the slide. He would not be marching around with a cast on, now would he? So the day you make the wrong choice, remember this story!

**Anchor Paper 8**  
**Score Point 3**

This response addresses the task (*I... came up with the name "The day you make the wrong choice!"*). The response demonstrates some understanding of effective elements of writing relevant to the task by supporting the title choice with both general and specific details (*He jumped off the swings. He knew it was wrong, but did it any way. Why did he do it? He was seeing if he could jump farther than five feet. He did go farther, but he also broke his ankle*).

## Anchor Paper 9 – Score Point 4

a good title for this piece would be "Pain and Proudness at the Playground." Why may you ask? Keep on reading and you'll find out!

On the line where it says 11, theres a sentence that says, "I pushed off and flied farther then Dale." (this kid has bad comprehension!) He sounded proud when he wrote that because he added an exclamation point.

Another reason I chose that title is because the main character clearly states, "I felt extreme pain so my ankle had cracked when I landed on it." The boy also states on line 14 "I screamed in Pain as the teacher ran to get me. That's why I added the "Pain" part. But maybe your asking about the playground part of my title. I added that because the boy was on the swings at a playground when this happened, it even says so. First he says, "After that it was time for the playground" then they starts swinging. That's why I would title this story, "Pain and Proudness on the playground."

## Anchor Paper 9

## Score Point 4

The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing relevant to the task by choosing a title (a good title for this piece would be "Pain and Proudness at the Playground") and supporting the choice with relevant, specific details from the writing sample (...theres a sentence that says, "I pushed off and flied farther than Dale."...He sounded proud when he wrote that because he added an exclamation point) and (The boy also states on line 14 "I screamed in pain as the teacher ran to get me. That's why I added the "pain" part).

**Anchor Paper 10 – Score Point 4**

I think a good title for the article is "My Lesson on jumping off a swing." One reason I think this is a good title is because this person really did learn a lesson about jumping off swings. Another reason is that this person had grown ups tell him that you may break your neck by jumping off a swing. Unfortunately, this person didn't listen, so he learned that jumping off a swing really may make you break a bone. My last reason is that sometimes you have an urge to do something you know you shouldn't do, but you do it. This person had the urge to jump off a swing. Then he cracked his ankle. It must have hurt! So this person probably learned that jumping off a swing is not a good idea.

I think a good title for this piece is "My Lesson on Jumping off a Swing."

**Anchor Paper 10****Score Point 4**

The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing relevant to the task by choosing a title ("My Lesson on jumping off a swing.") and supporting the choice with relevant, specific details from the writing sample (*this person had grown ups tell him that you may break your neck by jumping off a swing.*

*Unfortunately, this person didn't listen, so he learned that jumping off a swing really may make you break a bone).*

## Anchor Paper 11 – Score Point 4

I think a good title for this piece of writing would be "Lesson Learned." Here are some examples from the text that support my choice of this title.

One example is that when this person broke it's ankle in three different places, he/she realized that even the littlest things, like jumping off a swing, can injure you very seriously. He/she realized that it was a very stupid thing to jump off a swing like that, and they would never do it again.

Another example is that when you injure yourself seriously, of course you're taken to the hospital, and I'll tell you, it's not fun having a cast on for more than 1 month, because you can't do anything fun like play sports or just go out and run. He/she learned that they did this to themselves, so they can't blame anyone else.

One last example is that you don't have to do something even if it would look cool, or to become popular. If you know it's wrong, then don't even think about doing it.

Those are the examples from the text that support my choice of a title, "Lesson Learned."

**Anchor Paper 11**  
**Score Point 4**

The response clearly and fully addresses the task, proposing a title ("Lesson Learned") and presenting clearly relevant details from the writing sample (*One example is that when this person broke it's ankle in three different places... Another example... you're taken to the hospital, and I'll tell you, it's not fun having a cast on for more than 1 month...*). The writing relates the examples to the title (*He/she learned that they did this to themselves...*). Overall, the response demonstrates understanding of the effective elements of writing relevant to this task.